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ABSTRACT

The Adult Reading Academy, a federally-funded service of the Phoenix Union High School District, serves native- and foreign-born adult students who are deficient in the basic skills of reading, writing, arithmetic, and oral communication. In 1980/81, the program served 476 students at 17 sites. Approximately 24 percent of the clients served were members of minority groups (principally Spanish-speaking), the elderly, adjudicated youth, pregnant teenagers, or inmates of the women's prison. Student academic success was evaluated by the Wide Range Achievement Test. Three-fourths of the students who were pre- and posttested made the projected gain of one month in grade level per 25 hours of instruction. Many of the students also reported personal success at home and on the job. Inservice training was provided to both paid staff and volunteer staff members, 27 of whom contributed a total of 1417.5 hours to the program during the year. Participant evaluations of the inservice workshops were positive. Two areas of concern, common to many adult basic education programs, were evident during the year: (1) five sites did not attract enough clients, and (2) approximately 20 percent of the students separated from the Academy without stating their reasons for leaving. Staff members reported difficulty in making follow-up contacts. A thorough evaluation of program effects is, therefore, difficult. (Author/KC)

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PHOENIX UNION HIGH SCHOOL DISTRICT # 210

ADULT ACADEMY

Evaluation Report

1980-81

REPORT NO. 33:08:80/81:010

CE 030 678

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ABSTRACT

The Adult Reading Academy serves native- and foreign- born adult students who are deficient in the basic skills of reading, writing, arithmetic, and oral communication. The Academy is a federally-funded service of the Phoenix Union High School District.

In 1980/81, the program served 376 students during the regular school year and about 10% more by August 31. The project funded and staffed eleven sites plus an additional six sites operated in cooperation with other local agencies. Approximately 24% of the clients served were members of minority groups, the elderly, adjudicated youth, pregnant teen-agers, or inmates of the Women's prison.

A major component of the Adult Academy program is volunteer participation. In 1980/81, 27 volunteers donated a total of 1417.5 hours to the program.

Student academic success was evaluated by the Wide Range Achievement Test. Three-fourths (75%) of the students who were pre- and posttested made the projected gain of one month in grade level per 25 hours of instruction. Many of the students also reported personal success at home and on the job.

Inservice training was provided to both paid and volunteer staff members. Participant evaluations of the inservice workshops were positive.

Two areas of concern were evident during the 1980/81 project year. These concerns are not unique to the Adult Reading Academy, but are common to many Adult Basic Education programs. The first was that five sites did not attract enough clients (one closed in December). The second was that approximately 20% of the students separated from the Academy without stating their reasons for leaving. Staff members report difficulty in making follow-up contacts. A thorough evaluation of program effects is therefore difficult.

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Introduction

The public education system in this country is extensive, and attendance through the sophomore year of high school is normally compulsory. Therefore, it is commonly assumed that all native-born United States citizens are able to read and write English. Nevertheless, there is a substantial number of adults who have never mastered the basic skills of reading and writing. This group includes those individuals who attended school but were "socially promoted" even though they could not read or write, dropouts, those whose parents were migrant workers or transients, and those who frequently missed school due to illness.

The Adult Reading Academy, a project of the Adult Education Division of the Phoenix Union High School District, was designed to serve such clients as well as those who are native speakers of another language. The project is intended to provide a grounding in the basic skills of reading, writing, arithmetic and oral communication. The expectation is that students who attend the Adult Academy will increase their daily survival skills. At the simplest level, this includes such functions as reading labels and directions, filling out job applications, and calculating prices in the grocery store. More advanced students study for their high school equivalency exams (GED), with the expectation of finding better jobs or continuing their education beyond the high school level.

Project Sites

The Adult Academy administers eleven sites which are both funded and staffed by the Academy. Another group of sites is managed cooperatively with local community service or correctional agencies. The Academy staff establishes programs at those sites and trains agency staff to serve as teachers or aides. The amount of direct supervision given by Academy staff members at such sites is related to the needs of the agency staff. Five agency sites were in operation during the school year 1980-81. A sixth site, Human Resources-2, operated during the summer months.

The Adult Academy administration has made an effort to establish the program in a variety of locations over a wide geographical area. Program-staffed sites extend from the central city into the areas around Phoenix. This has made the program available to a wide diversity of students. One site was specifically set up to serve mentally handicapped adults. Clients served at outside agencies include members of minority groups, the elderly, adjudicated youth, pregnant teen-agers, and inmates of the Women's Prison. These clients accounted for approximately 24% of the population served during the past year.

An additional effort to offer services to a larger number of clients has been the provision of evening classes at approximately half the program sites. In the past year, 208 of the 376 enrollees (55.3%) were evening students.

Attendance patterns at the various sites were quite dissimilar. South Mountain served only one Adult Academy student, while the Adult Learning Center (ALC) had an average of 25 daytime and 20 evening students in attendance each month. Sites with particularly low attendance were South Mountain, Chicanos por la Causa, Youth Etc., and Julian School. Sites having a greater number of active students were the Adult Learning Center, Browne, Desert Valley, and Via de Amistad. Site statistics are summarized in Table 1.

Summer Sites

The Adult Learning Center (ALC) and the Via de Amistad agency site remained open during the summer while all other sites closed. In addition, an agency site at Human Resources-2 opened during June and operated for the summer months. The three summer sites together enrolled slightly over 100 students.

Many of those at Via de Amistad and the ALC were continuing students who had been enrolled in those or other Academy sites during the spring. To prevent duplicate counts, summer students are <u>not</u> included in the demographic or achievement statistics which appear later in this report.

Table 1
Adult Reading Academy
Site Statistics
1980/81

Site*	Opening Date	Total Number of Students	Cumulative Student Hours	Average Number of Hours per Student	Average Number of Students Active Each Month	Number of Students with 12 Hours or More**
Adult Learning Center (ALC) a.m.	year round	82	4055.5	49.5	25.6	44
ALC p.m.	year round	70	1871	26.7	20.1	41
Alhambra High School	2/16/81	24	865.5	36.1	11.4	19
Trevor Browne High School	9/08/80	50	1460.5	29.2	15.9	28
Chandler	3/04/81	8	190.75	23.8	7.5	6
Chicanos por la Causa	10/28/80	6	30	5.0	3.0	1
Desert Valley High School	9/29/80	23	1478	64.3	15.5	19
El Mirage	4/09/81	9	44.5	4.9	5.0	1
Frank School (Guadalupe)	3/17/81	10	176	17.6	6.7	7
Carl Hayden High School	9/10/80	11	320.5	29.1	6.3	1
Julian	9/09/80	4	694.5	173.6	3.8	4
Santa Rosa	10/13/80	17	551	32.4	8.4	10
South Mountain High School	9/09/80	1	28.5	28.5	1.0	0
South Phoenix Adult Center	10/27/80	11	150	24.6	5.8	5
Via de Amistad	2/02/81	26	424	16.3	14.0	14
Women's Prison	1/05/81	16	482.5	30.2	6.3	14
Youth, Etc.	10/01/80	9	330.5	36.7	3.0	9

*A 17th site, Human Resources-2, opened after the school year closed and served 25 students over the summer.

**The Adult Education Division does not officially enroll students until they have completed 12 hours. The Adult Academy enrolls on first attendance.

Volunteer Workers

The paid teaching staff at the Adult Academy consists of five part-time teachers. Yet, with the added support of volunteer workers, the program was able to serve almost 400 students during 1980/81. A project objective for the year was to recruit at least 30 volunteers.

Program staff did not quite meet this objective: 27 volunteers were enrolled. They served a total of 1,417.5 hours at eight project sites.

A monthly list of the number of volunteers and volunteer hours served (Table 2) illustrates one problem the Adult Academy has faced. There were few volunteers during the first four months of school, and the number of volunteer hours was particularly low during the December holiday season. Volunteer service reached a peak in March and April due to the opening of several new sites. This meant that the volunteer program was becoming most effective just before the program closed for the summer.

Table 2

Adult Reading Academy
Volunteer Staff Hours

Month	Number of Volunteers	Volunteer Hours Served
9/80	5	82
10/80	7	119
11/80	7	124.25
12/80	5	51.5
1/81	10	197.5
2/81	11	138
3/81	20	262.25
4/81	22	269.5
5/81	20	173.5
	Total	1,417.5

Staff and Volunteer Training

a. Within District

The original grant proposal stated that all teachers, aides, and volunteers of the Adult Reading Academy and Adult Basic Education Division would receive 10 to 20 hours of inservice education. To fulfill these obligations, 24 three-hour training sessions were provided for project staff and volunteers. (The staff included the Program Facilitator, two Area Facilitators, and the five teachers.)

Attendance records show that most staff members completed their formal training. However, one teacher participated in only six hours of inservice and six of the twenty-seven volunteers (22.2%) attended fewer than ten hours. Project administration reports that it was difficult to schedule classes so that volunteers were able to attend. Many had full-time jobs apart from their Adult Academy work. They did, however, receive individual assistance from the Program Specialist, Program Facilitator, or Area Facilitators whenever necessary. The Program Facilitator felt that these individual conferences, although time-consuming, were effective as an inservice training mode.

An additional nine inservice sessions were supplied to staff members of six community based organizations, as required by the proposal. With continued assistance from project staff, those organizations were able to provide their clients with educational programs.

The two Adult Reading Academy Area Facilitators attended regular staff inservice sessions and also received individual training from the Program Facilitator. The supplemental training concerned staff training, establishment of sites, and community relations.

Participants completed one-page evaluations of the contents of each inservice workshop. Table 3 summarizes their responses, which were generally very positive. Over 80% of those who answered stated that the inservice speaker had been "extremely interesting," the rest rated the speaker as "interesting." Approximately three-quarters of the respondents marked the most positive answer on all remaining questions, and gave the workshops an overall rating of "excellent." Staff comments about inservice sessions are reproduced in Appendix A.

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Table 3

Adult Reading Academy

Staff Evaluation of Inservice Workshop

1980/81

(N = 150)

1. The presentor/speaker of this work session was:

Extremely Effective	Moderately Effective	Minimally Effective	Not at all Effective	No Answer
121	27	0	0	2
80.7%	18.0%	0.0%	0.0%	1.3%

2. The topic presented in this session was:

Extremely Interesting	Interesting	Somewhat Interesting	Uninteresting	No Answer
86	64	0	0	0
57.3%	42.7%	0.0%	0.0%	0.0%

3. I can apply what I learned to my teaching/tutoring:

Directly	Partially	Minimally	Not at all	No Answer
111	35	2	1	1
74.0%	23.3%	1.3%	0.7%	0.7%

4. What I learned was:

Very Important	Important	Generally Unimportant	A waste of time	No Answer
108	39	1	0	2
72.0%	26.0%	0.7%	0.0%	1.3%

5. In this session I learned:

A great deal	Some	Not very much	Nothing	No Answer
116	31	1	0	2
77.3%	20.7%	0.7%	0.0%	1.3%

6. The presentation was:

Very Clear	Clear	Slightly Confusing	Very Confusing	No Answer
119	29	1	0	1
79.3%	19.3%	0.7%	0.0%	0.7%

7. Overall, this workshop session was:

Excellent	Good	Fair	Poor	No Answer
113	33	1	0	3
75.3%	22.0%	0.7%	0.0%	2.0%

b. Outside Training

The project also provided funding for specialized training or conferences for several staff members. The Program Facilitator and Evaluator attended a two-day regional conference on measurement and evaluation. The 1980 National Basic Skills Improvement Orientation Conference was attended by the Program Facilitator and Program Specialist. Other special meetings attended by project staff members included a Volunteer Community Council meeting in Tucson, a Personal Productivity Workshop, and an Arizona Adult Education Demonstration Project. In addition, the Program Facilitator visited the CLASS project director in California and arranged for her to present a two-day workshop on CLASS methods and materials for Adult Academy staff, held in August.

Further Volunteer-Oriented Activities

In addition to inservice training, volunteers were to be provided with eight hours of preservice on program goals, facilities, and the basic techniques of teaching the adult learner. Due to the difficulties of scheduling meetings for volunteers with diverse schedules, the preservice was condensed and incorporated into the inservice workshops. For the same reason, the proposed "regular group meetings of volunteers" did not occur.

Two methods of acknowledging volunteer contributions to the program were utilized. The first was a bimonthly volunteer newsletter. Each newsletter (3 were published) provided project news and highlighted one of the volunteers in an article. The second method of recognition was an awards luncheon held at the Alhambra site toward the close of the academic year. Volunteers were awarded certificates of participation and presented with small gifts.

Clients

Students at the Adult Academy and satellite sites were an extremely diverse group. During 1980-81, they ranged in age from 12 to 78 years old. All major ethnic groups were represented, with almost two-thirds of the students being either Hispanic (35.1%) or Anglo (29.0%). Slightly more than half (52.7%) were female. The age, sex, ethnicity and home language of those enrolled prior to June 1st is illustrated in Table 4.

It might be expected that a program like the Adult Academy would principally attract foreign students learning English as a second language. This was not the case during 1980-81. The majority of clients (53.7%) came from homes

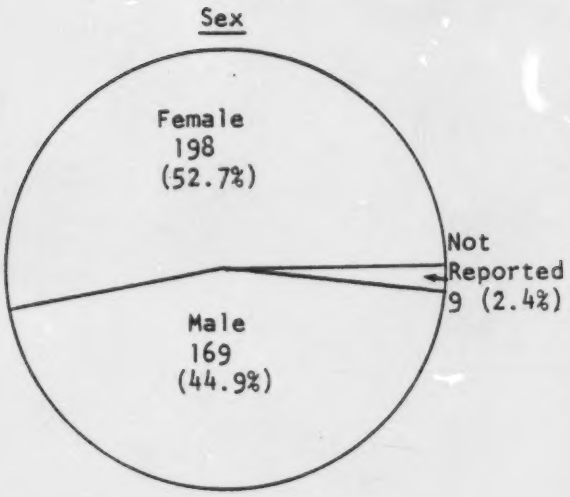
Table 4

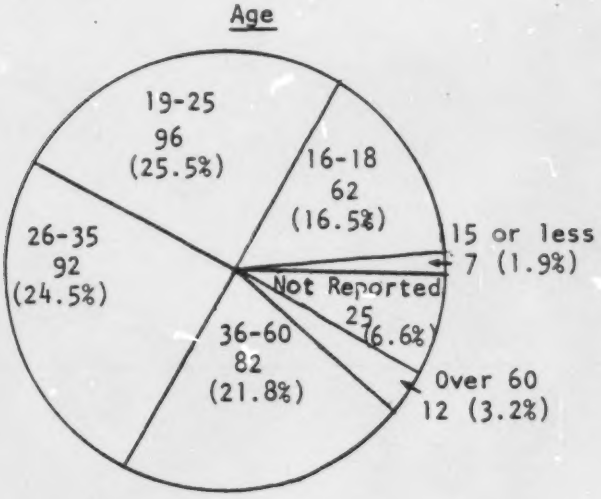
Sex, Age, Ethnicity, and Home Language of

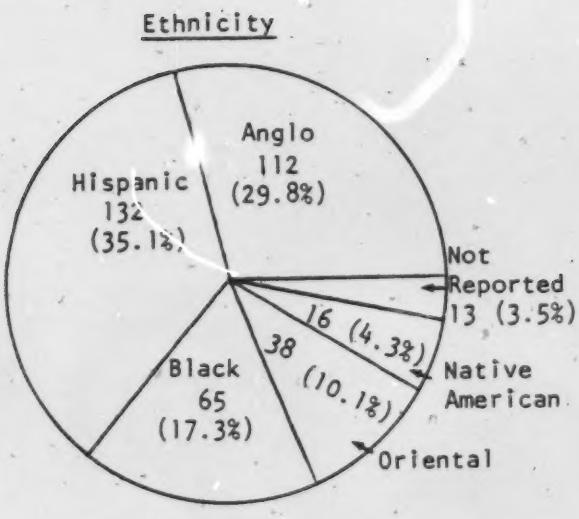
Adult Reading Academy Students

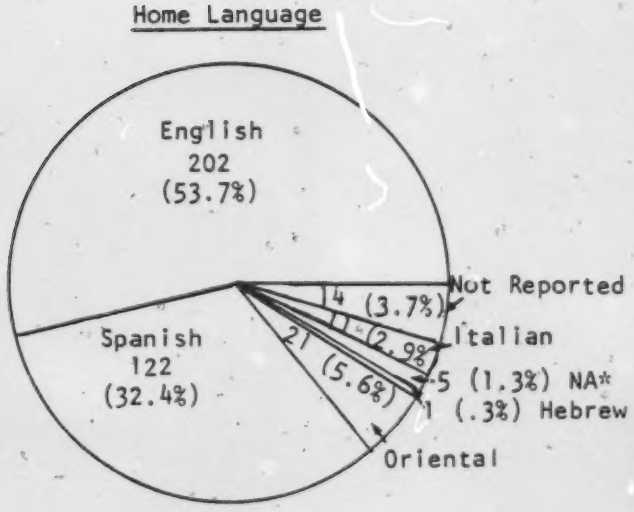
1980-81

(N=376)









*NA = Native American

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where the primary language was English. For a variety of reasons, they had never learned to read or write their native language with any degree of proficiency. An additional 32.4% of the students came from Spanish-speaking homes. This group contained Cuban and South American refugees as well as immigrants from Arizona's neighbor, Mexico. Language groups represented by smaller numbers of students were Oriental, Italian, Native American and Hebrew.

Source of Referral

There were three main sources of referral for the Adult Academy. These were: friends or relatives, other agencies, and other students or previous enrollment. A few students did find out about the program from radio, tv, or newspaper; but apparently these media are not currently being utilized to any great extent (see Table 5).

Three-fourths of the 1980-81 students were new to the program, while only 14.1% had been enrolled the previous year. Ten students were currently enrolled in additional classes in the same or other adult programs.

Table 5
Adult Reading Academy
Sources of Referral
1980-81

Source	Number	Percent
Friend or relative	135	35.9
Other agency	114	30.3
Other student in program or previous enrollment	58	15.4
School or sign on the school	15	4.0
Radio/TV	13	3.5
Poster/Flyers	9	2.4
Newspapers	4	1.1
Employer	2	.5
Not reported	26	6.9
	376	

Competency-Based Program

In the past, the Adult Reading Academy staff has felt a need for more appropriate classroom materials for the adult learner with limited skills. Accordingly, one project goal during the 1980-81 year was to begin the development of a competency-based program in basic skills. A consultant cadre was to be hired to assist in the identification of the necessary competencies and establish student objectives to meet those competencies.

The consultants were hired as planned in the areas of reading, writing, mathemathics, and oral communication. They conferred with the staff and began to delineate the basic skills competencies and student survival objectives. However, this aspect of the program has not yet been fully completed. Program administration and staff are currently examining competency lists and learning modules developed by other basic skills programs to determine whether those materials can be adapted for use in the Adult Reading Academy.

Student Employment Status and Income

Over half (55.6%) of the Adult Academy students were unemployed when they entered the program. Many of them (31.4%) were seeking jobs, but only 38.3% were actually working. Of the unemployed, 67 (32.1%) were relying on welfare, social security, unemployment, or public assistance to support themselves and their families.

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Placement Level on Entry

Table 6 shows the reading level of Adult Academy students by grade on entry into the program. Reading levels, even of those whose primary language was English, were quite low. Over two-thirds were reading below the fifth grade level. A few of these were essentially nonreaders. That is, they did not recognize such simple words as "cat" and "see." Very few (6.4%) could read at the ninth grade level or better.

Table 6
Adult Reading Academy
Student Placement Level on Entry
1980-81

Grades	Number	Percent
1 - 4	261	69.4
5 - 8	60	16.0
9 - 12	24	6.4
Not Reported	31	8.2
	376	

Student Goals and Objectives:

In their entry interviews, students verbalized both short-term objectives ("improve reading") and long-term goals ("obtain GED certificate"). The most frequently cited objectives were to "learn to read" and "learn to write." The most common long-term goal was "self-improvement," followed closely by "get a GED." Other students wanted to become citizens or obtain an 8th grade certificate, and a few hoped eventually to go to college. Sixty-two of the students wanted to increase their basic skills enough to get better jobs, even though they were already employed. Table 7 summarizes student goals and objectives.

Table 7

Adult Reading Academy

Student Goals and Objectives*

1980-81

(N = 376)

GOALS:	Number of Students
Self Improvement	193
GED	170
Get a better job (employed now)	62
Eighth Grade Certificate	45
Vocational Training	30
College	14
Citizenship	11
Not Reported	24
OBJECTIVES:	
Learn to Read	221
Learn to Write	215
Learn Math	179
Learn English Grammar	173
Improve Reading	132
Improve Writing	112
Improve Math	106
Improve English Grammar	92
Improve Social Studies	17
ESL	10
Citizenship	2
Not Reported	29

* Some students reported more than one goal or objective.

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Student Academic Success

a. Formal Evaluation

Student academic success was evaluated using the Wide Range Achievement Test (WRAT). The test was individually administered on entry into the program and again after the student had received 25 hours of instruction. The program objective was that 75% of the students completing 25 hours of instruction would gain one month in grade level, as measured by the WRAT.

Of the 376 students enrolled during the school year, 312 (83.0%) were pretested. At least 14 more students (3.7%) were unable to take the pretest because of physical or mental disability. Some of the 50 remaining students left prior to being tested, but the reason others were not pretested is unknown.

The number of students completing 25 hours of instruction by the end of May was 183. Of those, 156 (85.2%) were administered a posttest. Posttesting was not, however, always conducted at or near the 25-hour mark. Forty students were posttested after receiving between 38 and 114 hours of instruction. For this reason, student achievement was calculated by dividing total improvement by number of 25-hour increments of instruction. This procedure gave a more accurate picture of improvement as related to time spent in the program. The following statistics are based on 149 students who had pretest scores, posttest scores, and documented attendance records. (Attendance was not recorded for seven students with pretest and posttest scores; those students are not included in the figures.)

The projected gain in reading (at least one month in grade level per 25 hours in the program) was achieved by 113 of the 149 students. This is 75.3% of the students who were actually posttested. Only 19 of the 149 students tested performed more poorly on the posttest than on the pretest. Seventeen received the same scores on both pre- and posttests.

Some students with both pretest and posttest scores were from the Desert Valley site, which serves trainable mentally handicapped students. Ten of those 15 students successfully met the program achievement objective.

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b. Observed Achievements

Table 8 lists academic milestones as reported by the student or teacher on separation from the program. The most frequent statement was "made progress within grade level." Next was "plans to continue education": 67 of the 234 students (28.6%) hoped to further their education. Six students had received their GED certificates, and six more were taking the GED exam when they left the program. Other students had learned to read or write for the first time and acquired basic computational skills. Seventy-seven students (32.9%) had not made discernible progress by the time they left the program, however, some of these may not have been enrolled for sufficient time to improve.

c. Student Personal Success

Many students made accomplishments in other areas which could be attributed to participation in the Adult Academy (Table 9). Eighty-five were reported as having developed initiative and self-assurance. Others listed improved personal appearance, the recruitment of other students, participation in group activities, and the ability to help children with their schoolwork for the first time. One student found a job and another obtained his/her first driver's license.

d. Student Opinions

Students who attended an Adult Reading Academy site for at least ten hours of classes were asked to complete an opinion questionnaire about the program. Questionnaires were returned by 141 students. All sites did not use the same survey form: 84 students received one form of the questionnaire while 57 were given a later revision. The results of the two surveys are shown in Table 10 a and b.

A majority of both groups of students (54.4% and 53.0%) reported that they now enjoyed reading very much. Only two students stated that they did not like reading at all. Approximately the same percentages of students (54.4% and 54.2%) agreed very strongly that the Adult Academy had helped them to improve their reading skills. All but three students found the reading materials used in class to be at least a little interesting, and most also found them to be understandable.

From the student viewpoint, the mathematics aspect of the program was less successful than the reading. Fewer students (33.3% of the 57 who were asked) reported that they enjoyed math very much. Over one-quarter of the respon-

Table 8

Aduit Reading Academy

Observed Academic Success

1980/81

(N = 234)

		Number	Percent
1.	Made progress within grade level:	101	43.2
2.	Plans to continue education:	67	28.6
3.	Read for the first time:	17	7.3
4.	Wrote for the first time:	14	6.0
5.	Learned simple addition and subtraction:	11	4.7
6.	Learned to fill out employment applications:	9	3.8
7.	Learned sufficient English for simple conversation:	9	3.8
8.	Received the GED:	6	2.6
9.	In the process of taking the GED test:	6	2.6
10.	Learned to make change in a money transaction:	5	2.1
11.	Read newspaper for the first time:	3	1.3
12.	Learned to fill out Income tax forms:	3	1.3
13.	Passed 10th grade Equivalency:	1	.4
14.	Not discernible:	77	32.9
15.	Not reported:	17	7.3
		346*	

*Students responded in more than one category of academic success.

Table 9

Adult Reading Academy

Reported Personal Success

1980/81

(N = 234)

	Number	Percent
1. Developed initiative and self assurance:	85	36.3
2. Recruited other students:	38	16.2
3. Improved personal appearance:	36	15.4
4. Joined in group activities:	8	3.4
5. Helped children with school work for the first time:	10	4.3
6. Got a job:	1	.4
7. Obtained first driver's license	1	.4
8. Unknown:	101	43.2
9. Not reported:	21	9.0
	301*	

*Students responded in more than one category of personal success.

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Table 10 a

Adult Reading Academy

Student Attitude Survey

N = 83

The following statements are to help you describe how you feel about this reading program. Please answer ALL items. Read each statement carefully; then choose only one of the 4 responses - "Very Much", "Quite a Bit", "A Little", or "Not at All". Circle the response number you have chosen for each statement.

Thank you.

	Very Much	Quite A Bit	A Little	Not at All	NA
1. This reading program has helped me to improve my reading skills.	45 54.2%	26 31.3%	8 9.6%	3 3.6%	1 1.2%
2. The reading materials used in the program are interesting.	39 47.0%	31 37.3%	11 13.3%	0 0	2 2.4%
3. I am able to understand most of the material we read in class.	43 51.8%	26 31.3%	10 12.0%	1 1.2%	3 3.6%
4. My teachers have been helpful to me.	65 78.3%	18 21.7%	0 0	0 0	0 0
5. I find it easier to shop, get places, and fill out forms now.	30 36.1%	19 22.9%	24 28.9%	6 7.2%	4 4.8%
6. The program has helped me to understand math (arithmetic).	22 26.5%	12 14.5%	21 25.3%	23 27.7%	5 6.0%
7. I now enjoy reading.	44 53.0%	21 25.3%	12 14.5%	2 2.4%	4 4.8%
8. My writing has improved as a result of this program.	25 30.1%	27 32.5%	17 20.5%	11 13.3%	3 3.6%
9. Other students in the program have been friendly to me.	56 67.5%	11 13.3%	9 10.8%	6 7.2%	1 1.2%
10. My family has noticed the progress I have made in reading.	23 27.7%	28 33.7%	9 10.8%	16 19.3%	7 8.4%
11. The class work in oral communication has made it easier for me to talk to people.	27 32.5%	28 33.7%	18 21.7%	7 8.4%	3 3.6%
12. I am proud of my achievements in this program.	52 62.7%	21 25.3%	6 7.2%	1 1.2%	3 3.6%
13. I now have more confidence in my own ability.	52 62.7%	19 22.9%	7 8.4%	2 2.4%	3 3.6%

Table 10 b

Adult Reading Academy

Student Attitude Survey

N = 57

The following questions are to help you tell us how you feel about the program. Please answer all the questions. Circle ONLY ONE number for each question.

	Very Much	Quite A Bit	A Little	Not at All	NA
1. I now enjoy reading.	31 54.4%	12 21.1%	13 22.8%	0 0	1 1.8%
2. The reading materials used in the program are interesting.	29 50.9%	16 28.1%	8 14.0%	3 5.3%	1 1.8%
3. This reading program has helped me to improve my reading skills.	31 54.4%	16 28.1%	5 8.8%	0 0	5 8.8%
4. I am able to understand most of the material we read in class.	23 40.4%	22 38.6%	10 17.5%	0 0	2 3.5%
5. I now enjoy math (arithmetic).	19 33.3%	12 21.1%	17 29.8%	5 8.8%	4 7.0%
6. This program has helped me to improve my math (arithmetic) skills.	21 36.8%	10 17.5%	12 21.1%	8 14.0%	6 10.5%
7. My teacher has been helpful to me.	42 73.7%	13 22.8%	1 1.8%	0 0	1 1.8%
8. My teacher has worked with me in planning my program.	38 66.7%	10 17.5%	3 5.5%	0 0	6 10.5%
9. I now enjoy writing.	24 42.1%	22 38.6%	7 12.3%	2 3.5%	2 3.5%
10 I feel that I am making progress in this program.	31 54.4%	13 22.8%	9 15.8%	0 0	4 7.0%
11. My writing has improved since I have been in the program.	20 35.1%	24 42.1%	8 14.0%	3 5.3%	2 3.5%
12. I feel better about myself and my schoolwork.	36 63.2%	13 22.8%	7 12.3%	0 0	1 1.8%
13. I am able to do more things for myself.	28 49.1%	17 29.8%	9 15.8%	0 0	3 5.3%
14. Other students in the class have been friendly to me.	37 64.9%	14 24.5%	4 7.0%	1 1.8%	1 1.8%

dents in one group replied "not at all" to the statement "The program has helped me to understand math." In the second group, 14% of the students felt that the program had not helped them to improve their math skills at all.

Students were slightly more positive about the writing component. More of them reported that they now enjoyed writing than reported enjoying math, although the percentages who felt that they had improved in either subject were about the same. A smaller number in writing than in math stated that their performance had improved "not at all."

A large majority of student agreed strongly that their teachers had been helpful to them and that other students in the class had been friendly. Student comments about the program are reproduced in Appendix B.

Reasons for Separation

As most Adult Reading Academy sites closed for the summer, few student remained enrolled past May. As of May 31st, 234 out of 276 students had separated from the program. The largest percentage (35.9%) left because either their class or their site closed for the year. Another 17.1% transferred to other classes or programs, and 7.7% obtained jobs which conflicted with their class schedules. A few students reported transportation, time, or health problems which caused them to drop class. Only 1.7% left the program because they had met their personal objectives.

Unfortunately, one-fifth (49) of the students who separated from the Adult Reading Academy during 1980/81 did not state why they left the program. Many of those simply stopped attending. There is no way to interpret these as either positive or negative terminations: the students may have left because they had learned everything they felt they needed, because they did not feel the program was helping them, or for reasons unconnected with the Academy, such as illness or family problems. A follow-up on those students would be of interest. However, staff members report difficulty in contacting them, as many have moved or have no telephone. The mobility of Reading Academy students presents a great problem in evaluating sustained program effects.

Table 11

Adult Reading Academy
Reasons for Separation
1980/81
(N = 234)

		Number	Percent
1.	Class or site closed:	84	35.9
2.	Transferred to another class or training program:	26	11.1
3.	To take a job:	18	7.7
4.	Moving/moved:	14	6.0
5.	Transportation problems:	13	5.6
6.	Time class is scheduled:	11	4.7
7.	Child care problems:	5	2.1
8.	Family problems:	5	2.1
9.	Met personal objectives:	4	1.7
10.	Lack of interest:	3	1.3
11.	Health problems:	3	1.3
12.	Released from prison:	1	.4
13.	Went back to Indian Reservation:	1	.4
14.	Unknown:	49	20.9
		237*	

*Several individuals listed more than one reason.

CONCLUSIONS:

1. The Adult Reading Academy served over 400 students during 1980/81.

2. Students ranged in age from 12 to 78 years old. All major ethnic groups were represented, with Hispanic and Anglo predominating.

3. The majority of clients came from English-speaking homes. An additional 32.4% reported Spanish as their home language.

4. Students were referred to the Adult Reading Academy primarily by friends, relatives, or other community agencies. Only a few heard about it through the media.

5. Over half of the students were unemployed when they entered the program.

6. The entrance reading level of more than two-thirds (69.4%) of Adult Academy students was below the fifth grade.

7. Major goals as stated by students were self improvement, to obtain a GED (high school equivalency certificate), and to get a better job.

8. The Adult Reading Academy operated 11 sites during the year. Academy staff also provided services to six community agencies by training staff members to teach basic skills and by direct service to clients of those agencies.

9. Enrollment at the different sites was very dissimilar. While some sites flourished, others had very few students. Only one person enrolled at the South Mountain site, which closed in December for lack of students.

10. The Academy is able to serve such a large number of students only through the assistance of volunteer workers. During 1980-81, 27 volunteers donated 1417.5 hours to the project. Volunteer service was low at the beginning of the year and at the December holiday season, but increased during the spring.

11. Inservice training was provided to academy staff, volunteers, and community agency staff. Participant evaluation of the inservices was very positive. There were some scheduling problems with volunteer inservices.

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12. The development of a competency-based program is behind schedule, but is now proceeding.

13. Of 183 students completing 25 hours of instruction, 149 (81.4%) had both pretest and posttest scores on the Wide Range Achievement Test (WRAT) plus documented attendance records. The program achievement goal (one month gain in reading per 25 hours of instruction) was met by 75.8% of those 149 students, including 10 of the 15 trainable mentally handicapped students from the Desert Valley site.

14. Students reported personal progress in such areas as initiative, self-assurance, and personal appearance.

15. Project staff reports that almost half of the students made progress within their grade level. Others read or wrote for the first time or learned to add and subtract. Six received their GED certificates. No discernible progress was seen for 77 students (32.9%).

16. Student opinion about the program was more positive in the area of reading than in math or writing. A large majority of the 140 students who answered opinion surveys agreed strongly that their teachers had been helpful to them.

17. The two most frequent reasons students left the program were that their site closed for the summer or that they transferred to other programs. Some had problems with health, transportation, or time. Few left because they had met all of their personal objectives.

RECOMMENDATIONS:

1. To attract more clients, advertise the program more heavily in "public service spots" on radio and television.

2. Do not staff sites (such as South Mountain, Julian, the South Phoenix Adult Center, and Chicanos por la Causa) which had a total enrollment of less than 15 students during the entire preceding year.

3. Advertise heavily for volunteers during August and September so that there will be a sufficient number of volunteers at the beginning of the project year.

4. Hold at least one inservice workshop for volunteers before they begin working with students.

5. Continue the effort to schedule inservice meetings so that as many volunteers as possible are able to attend.

6. Complete the establishment of a competency-based program.

7. Revise the student achievement objectives to coordinate with competency-based materials.

8. Continue the effort to pre/posttest as many students as possible so as to obtain a true picture of academic achievement.

9. If possible, conduct a follow-up study on Adult Academy students to determine sustained effects of the program.

Appendix A

Adult Reading Academy

Staff Comments on Inservice Workshops
1980-81

Laubach I Workshops:

8. Do you wish to know more about this topic?

- It is a new concept to me - (oral presentation) and I found it most interesting.
- Review at home was stressed.
- This Laubach approach is a new concept to me, and I find it most enlightening.
- Must be put into practice.
- I anticipate the balance of the workshops.
- Very well done - feel motivated!
- I feel that there is a great need for this program and I would like to see it implemented as soon as possible.
- Laubach I has been covered very well.
- It was explained well.
- I definitely would like further training and would be interested in working with the program.
- It is important that I learn more about the Laubach method of language teaching- will be more effective. I feel this learning will come both from using the method itself as well as from future workshops.

9. How could this workshop/session be improved?

- More time. (3)
- If we could be separated to do our oral practice it would be less distracting.
- Like the atmosphere here (home).
- No way.
- No suggestions at present.
- Fine as is.
- Perhaps more time for group practice - supervised at more deliberate pace.
- Excellent as presented.
- Needs no improvements.
- It was excellent - Providing all material and information for the first classes of adult ed.

Laubach II Workshops:

8. Do you wish to know more about this topic?

- Will need to know as time goes on in the program.
- Constantly
- Yes. (4)
- Covered well.
- No.

9. How could this workshop/session be improved?

- Move a little faster.
- No suggestions.
- I will ask questions as we go along.
- By speaking slower and pausing between paragraphs.
- It's good.
- Okay. (2)
- More manuals.
- I need more experience.

Staff Comments (continued)

Laubach III Workshops:

8. Do you wish to know more about this topic?

- So that I can learn more, so that I can help others.
- Teacher excellent but pressed for time.
- I probably will be calling in for more information and reinforcement.
- This workshop was very good. There was an exchange of ideas - very stimulating.
- I will read and study the various skill books to keep informed.

9. How could this workshop/session be improved?

- By having more classes.
- No suggestions.
- No comments.

Miscellaneous Workshops:

8. Do you wish to know more about this topic?

- After some experience in the field.
- Yes - looking forward to the next sessions.
- Yes - both oral communication and how to document better.
- It will be necessary to learn the testing procedures. I have not used them since the teachers have done the testing. We are not informed on the subject.
- Yes - as I gain more experience.
- Yes. (2)
- Look forward to November meeting.
- Yes - this is great.
- Yes - as needed.
- I profited also by talking with other tutors, exchanging experiences.
- As our students progress, further instructions will be useful.
- Definitely.
- Yes - workshops already set up.
- Hope to participate in follow-up workshops.

9. How could this workshop/session be improved?

- I would have enjoyed staying longer.
- Will make more sense when meet with students - therefore second session will be important/helpful.
- The speakers gave the information clearly and informatively. It was that I was not informed on testing areas.
- It would be hard to improve them.
- I felt the workshop was excellent, I'd like to attend more of this kind of workshop.
- Insist that speakers stick to time limits.
- Perhaps by saving questions for a "Question period" instead of interrupting the speaker.

Appendix B

Adult Reading Academy

Student Attitude Survey

Comments

- I hope this class is here again next year. I would like to have books to take home.
- I like the school and I would like the same teacher again next year.
- I like to learn English in class.
- I like to learn English in class.
- The student tells me in Spanish that he understands much more English and reads and writes much more.
- I'm really happy to be in the program. I enjoy it very much. Hope that I will make something out of this program.
- I enjoy this class.
- It is a good class and I enjoy it.
- Are teacher can use some help, then we all can learn alot more, and get our GED.
- It helped me in my work.
- Before I started this class I would not read to anyone. And now I read to my children and to my teacher. I feel alot better about my reading.
- I like more help in my work.
- I am enjoying the program very much,
- I feel this study program is refreshing many problems in math, reading that I had forgotten the tests are clear & understandable.
- I am very pleased with this program our teacher has been very helpful and it has help to refresh my memory in alot of the subjects.
- I like the class and I like the books and I like the students and I like talking to the teacher.
- I enjoy having this class.
- I enjoy the program.
- It has helped me read my books that I haven't learn in fourth grade, and I enjoy this class.
- These questions don't make sense also some of them don't concern getting your GED.
- I like this class.
- I like the program alot, but not pushy community women. There to help not force you. The program has helped me quite a bit.
- Yes, think the program is a good place to learn.
- I do not talk much very shy.
- I am very much my teacher we really help me her my class every Tuesday I'm enjoy understand my love teacher very much every Tuesday to see her.
- The class is very nice I like the people here. We get along ok.
- The reading program has helped. But we need more teachers to help.
- I like the School.
- I am very pleased for my class.
- I am enjoy all class. I am enjoy have have been friendly to me.
- We should have a little more work the time I have been going to school I real not been doing anything.
- The program is real good. I've gotten lots of help with math, reading, and writing. My teacher, the volunteers, ___ and other students have all helped me alot.
- ___ my teacher, is a good teacher. She got me to have confidence in my reading, that I never had before. _____ needs a raise and a contract for teaching school for a year. They should have more teachers on the program like _____.
- I like this program very much thanks for helping me.

Student Comments (continued)

- It has helped me in my reading and writing abilities.
- Very nice teachers. She been helping very much.
- It is very nice class. I learn lot from here, and enjoy to come.
- I like this program very much. It has helped me and I hope it will continue.
- I like my school very much the help for me reading and writing, teacher help me also.
- I enjoy this time in class.
- I am glad to be in this class this is a good class. I like to be in this room. The teacher help me to do my work with her help. I will be able to.
- I believe that this class has really help me a lot and to understand how to do things that I could not do before and I am really greatful for this school. And to has a nice teacher there for you when you need help and understanding to.
- Have not been in the program long enough to really tell, yet!
- I am doing better.
- On number 6, I have not started the math part yet!
- If I were here more I could probably answer some questions better.
- I have learned a great deal through this program.
- I like this programs & hope it get much more achievements for us & the girls.
- I enjoy coming to my classes, and getting the help that I never got in school even though I don't know my teachers name. She is very helpful to everyone and I enjoy coming.
- I like this program very much it has helped me very much accidenicly and is very recommendable for people who want to get there GED.
- _____ is a very good instructor, she explains things so they are understood. easily.
- This class has been very much a good experience for me. I only hope it will remain available for others to bennefit from it as much as I have.
- Overall good.
- Some of the girls want to work with teacher 20 mins. for each one.
- The class is good to work with.